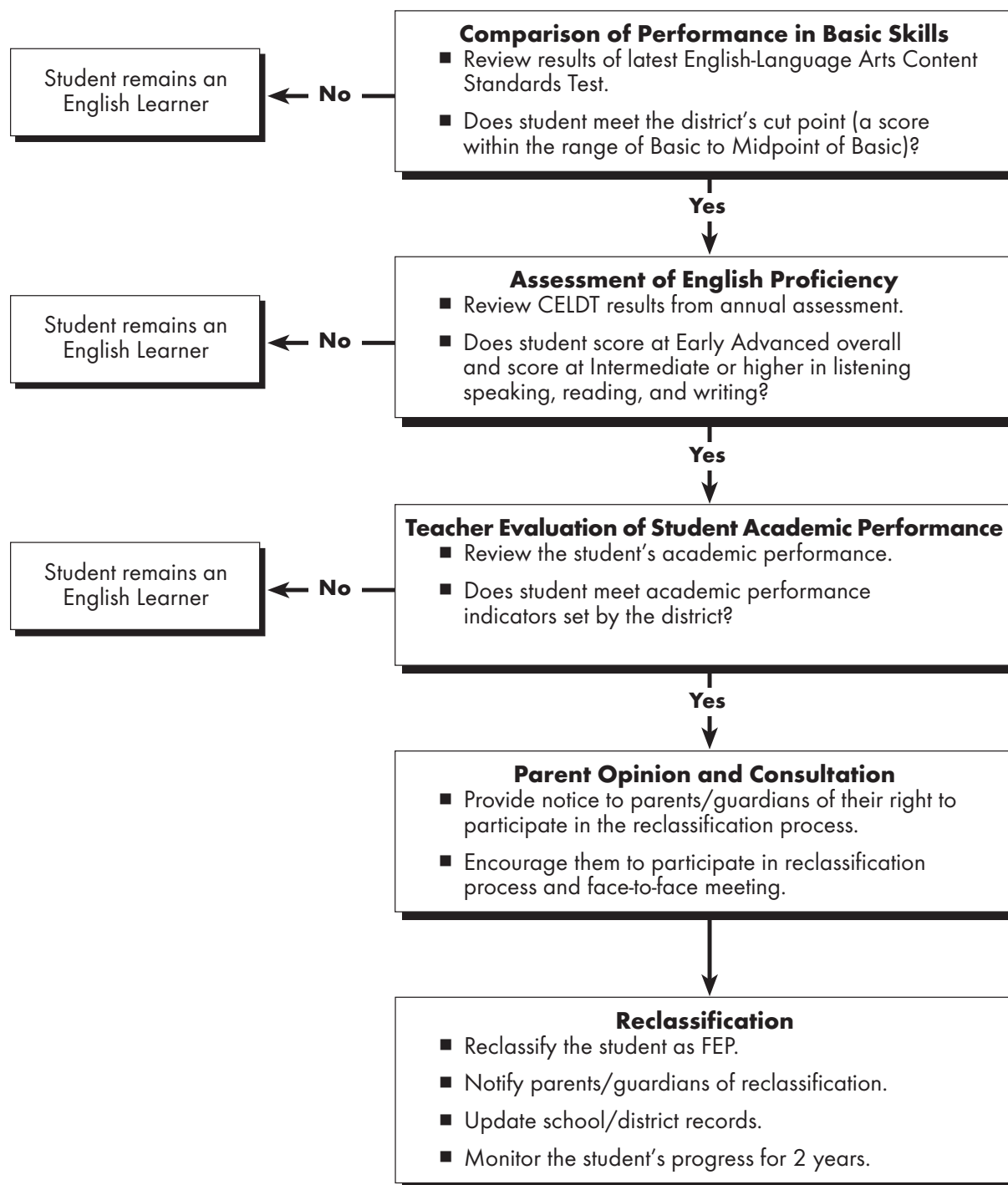




# Decision Guide: Reclassifying a Student from EL to FEP

Districts are to develop student reclassification policy and procedures based on the four criteria set forth in the State Board of Education's **Reclassification Guidelines** (Education Code Section 313d). The chart below illustrates how the four criteria can be used by districts/schools when evaluating a student's readiness for reclassification.





# Guidelines for Reclassification of English Learners

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## Assessment of English Language Proficiency

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Utilize California English Language Development Test (CELDT) as the primary criterion of English proficiency. Consider for reclassification those students whose overall proficiency level is *Early Advanced or higher* and;

- Listening/speaking, is *Intermediate or higher*;
- Reading is *Intermediate or higher*; and
- Writing is *Intermediate or higher*.

Those students whose overall proficiency level is in the upper end of Intermediate may also be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

## Teacher Evaluation

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- Use student academic performance; and
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

## Parent Opinion and Consultation

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- Provide notice to parents and guardians of their right and encourage them to participate in the reclassification process; and
- Provide an opportunity for a face-to-face meeting with parent or guardian.



## Comparison of Performance in Basic Skills

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### ■ Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the English-Language Arts California Standards Test (ELA CST).
2. **“Range of performance in basic skills”** means a range of scores on the ELA CST corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

### ■ Basic skills criteria:

1. A pupil's score on the ELA CST in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Districts may select a cut-score in this range.
2. Pupils with scores above the cut-point selected by the district should be considered for reclassification.
3. For pupils scoring below the cut-point, districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the ELA CST, and whether it is reasonable to reclassify the student.
4. For pupils in grade 12, the eleventh grade ELA CST results should be used, if available.
5. For pupils in grades 1 and 2, districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.
6. Kindergarten students who have been identified as English learners probably should not be reclassified.
7. Districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind.